

School Accountability Report Card

Data Element Definitions and Sources 2004-05

California Department of Education
Policy and Evaluation Division
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Contact Information

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

School name, principal, mailing address, phone number, fax number, Web site address, e-mail address, and county-district-school code.

District name, superintendent, mailing address, phone number, fax number, Web site address, e-mail address, and SARC contact.

Guidelines and Data Sources

School, district, principal, and superintendent names and addresses are provided by the California Department of Education (CDE) from the Public School Directory database, which is available at <http://www.cde.ca.gov/re/sd/>. The remaining contact information is to be provided by the local educational agency (LEA)/school.

LEAs should review the contact information provided by the CDE to verify that it is current and contact the CDE to make any necessary revisions.

Data provided by the CDE and LEA

School Description and Mission Statement

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

Background information about the school, its programs, and its goals.

Guidelines and Data Sources

Information and narrative are developed by the LEA/school.

Data provided by the LEA

Opportunities for Parental Involvement

Specific Requirements

Contact information pertaining to any organized opportunities for parental involvement.

Education Code Section 33126 (b)(22)

Definitions

Contact person name.

Contact person phone number.

Description of organized opportunities for parental involvement.

Guidelines and Data Sources

Information and narrative are developed by the LEA/school.

Data provided by the LEA

Student Enrollment – Grade Level

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

The number of students at the school in each grade level.

Guidelines and Data Sources

Data are derived from the California Basic Educational Data System (CBEDS).

A report can be generated at <http://data1.cde.ca.gov/dataquest/>.

Data provided by the CDE

Student Enrollment – Racial and Ethnic Subgroups

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

The number and percent of students at the school by racial/ethnic subgroup.

Guidelines and Data Sources

Data are derived from CBEDS.

A report can be generated at <http://data1.cde.ca.gov/dataquest/>.

Data provided by the CDE

School Safety Plan

Specific Requirements

Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

Education Code Section 32286

Definitions

The dates on which the school safety plan was last reviewed, updated, and discussed with school faculty, as well as a brief description of the key elements included in the plan.

Guidelines and Data Sources

Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. This document is available for ordering from CDE Press at <http://www.cde.ca.gov/re/pn/rc/>. Other resources related to school safety planning are available at <http://www.cde.ca.gov/ls/ss/vp/>.

Data provided by the LEA

School Programs and Practices That Promote a Positive Learning Environment

Specific Requirements

Classroom discipline and climate for learning.

Education Code Section 33126 (b)(11)

Definitions

List of school programs and practices that promote a positive learning environment.

Guidelines and Data Sources

Narrative is developed by the LEA/school. School programs and practices may include:

- School discipline policy
- Peer counseling
- School/home communication
- Tutoring and after-school programs

Data provided by the LEA

Suspensions and Expulsions

Specific Requirements

Suspension and expulsion rates for the most recent three-year period.

Education Code Section 33126 (b)(11)

Definitions

For the most recent three-year period:

The numbers and rates of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data must include district-level comparisons.

Guidelines and Data Sources

The rate of suspensions and expulsions is the total number of incidents divided by the school's CBEDS total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools/districts have the option of comparing school-level data with the district average for the same type of school.

Data provided by the LEA

School Facility Conditions – General Information

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(9)

Education Code sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of the school's efforts to keep students safe on school grounds before, during, and after the school day.

Description of the degree to which the school facility supports teaching and learning.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms, including the percentage of working toilets.

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an Interim Evaluation Instrument developed by the State of California Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

Are students safe on school grounds before, during, and after school?

- Before and after school supervision
- Limiting/controlling unauthorized access during the school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings)

Does the school facility support teaching and learning?

- Classroom space
- Playground space
- Space for staff

What is the condition and cleanliness of the school?

- Age of school/buildings
- Maintenance and repair
- Cleaning process and schedule for classrooms, restrooms, grounds

Examples of unacceptable summary statements on the condition of school facilities are as follows:

The district has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

For more information about the condition of this school's facilities, contact the school principal.

Examples of acceptable summary statements on the condition of school facilities are as follows:

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at [Web site address].

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for class size reduction. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at [Web site address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the district has budgeted \$[] for the deferred maintenance program. This represents [] percent of the district's general fund budget.

Deferred Maintenance Projects (if applicable)

For the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office or on the Internet at [Web site address].

Modernization Projects (if applicable)

During the 2004-05 school year, local bond funds [Measure], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in June 2005 and be completed prior to the start of the 2005-06 school year.

New School Construction Projects (if applicable)

Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the 2004-05 school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the 2006-07 school year.

Data provided by the LEA

School Facility Conditions – Results of Inspection and Evaluation

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(9)

Education Code sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an Interim Evaluation Instrument developed by the State of California Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Guidelines and Data Sources

Provide information about the determination of good repair as documented in a completed Interim Evaluation Instrument. For any item inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned.

Data provided by the LEA

California Standards Tests (CST) – All Students

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments.

The most recent two-year trend in student achievement in each subject area and for each grade level.

In the case of a school, information that shows how the students' achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the state as a whole.

In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the state as a whole.

The percentage of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at the proficient or advanced level.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2005-06 school year include:

- English-language arts in grades two through eleven for 2002-03, 2003-04, and 2004-05
- Mathematics in grades two through eleven for 2002-03, 2003-04, and 2004-05
- Science in grades nine through eleven for 2002-03 and in grades five and nine through eleven for 2003-04 and 2004-05

- History-social science in grades eight and ten through eleven for 2002-03, 2003-04, and 2004-05

Data are reported from the STAR Program and may be obtained at <http://star.cde.ca.gov/>.

Data provided by the CDE

California Standards Tests (CST) – Racial and Ethnic Subgroups

Specific Requirements

Information on student achievement at each proficiency level on the state academic assessments disaggregated by race and ethnicity.

The most recent two-year trend in student achievement in each subject area and for each grade level.

In the case of a school, information that shows how the students' achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the state as a whole.

In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the state as a whole.

The percentage of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111(h)(2)(B)

Definitions

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at the proficient or advanced level.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status, and program participation in Migrant Education.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2005-06 school year include:

- English-language arts in grades two through eleven for 2002-03, 2003-04, and 2004-05
- Mathematics in grades two through eleven for 2002-03, 2003-04, and 2004-05

- Science in grades nine through eleven for 2002-03 and in grades five and nine through eleven for 2003-04 and 2004-05
- History-social science in grades eight and ten through eleven for 2002-03, 2003-04, and 2004-05

Data are reported from STAR and may be obtained at <http://star.cde.ca.gov/>.

Data provided by the CDE

California Standards Tests (CST) – Other Subgroups

Specific Requirements

Information on student achievement at each proficiency level on the state academic assessments disaggregated by gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

In the case of a school, information that shows how the students' achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the state as a whole.

In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the state as a whole.

The percentage of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111(h)(2)(B)

Definitions

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at the proficient or advanced level.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are: gender, English learner, economically disadvantaged status, students with disabilities status, and participation in migrant education.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include:

- English-language arts in grades two through eleven for 2002-03, 2003-04, and 2004-05
- Mathematics in grades two through eleven for 2002-03, 2003-04, and 2004-05
- Science in grades nine through eleven for 2002-03 and in grades five and nine through eleven for 2003-04 and 2004-05

- History-social science in grades eight and ten through eleven for 2002-03, 2003-04, and 2004-05

Data are reported from STAR and may be obtained at <http://star.cde.ca.gov/>.

Data provided by the CDE

Norm-Referenced Test (NRT) – All Students

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Education Code Section 33126 (b)(1)(A)

Definitions

For the most recent three-year period:

Data are provided for math and reading for each grade level as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile.

Guidelines and Data Sources

Reading and mathematics results from the norm-referenced test (NRT) adopted by the State Board of Education (this was the Stanford 9 test until 2002, but was changed to the California Achievement Test, Sixth Edition in 2003) are reported as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Data are reported for 2003, 2004, and 2005.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Data are reported from STAR and may be obtained at <http://star.cde.ca.gov/>.

Data provided by the CDE

Norm-Referenced Test (NRT) – Racial and Ethnic Subgroups

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Education Code Section 33126 (b)(1)(A)

Definitions

For the most recent three-year period:

Data are provided for math and reading, disaggregated for racial and ethnic subgroups (if they are numerically significant at the school level), as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Data are reported from STAR and may be obtained at <http://star.cde.ca.gov/>.

Data provided by the CDE

Norm-Referenced Test (NRT) – Other Subgroups

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Education Code Section 33126 (b)(1)(A)

Definitions

For the most recent three-year period:

Data are provided for math and reading, disaggregated for specific subgroups (if they are numerically significant at the school level) as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups are: gender, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and participation in migrant education.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Data are reported from STAR and may be obtained at <http://star.cde.ca.gov/>.

Data provided by the CDE

Local Assessment

Specific Requirements

Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals, including results by grade level from the assessment tool used by the school district, using percentiles when available for the most recent three-year period.

Education Code Section 33126 (b)(1)(B)

Definitions

For the most recent three-year period:

Data are to be provided by grade level for reading, writing, and mathematics, as the percentage of students achieving at the proficient level (either meeting or exceeding the standard).

Guidelines and Data Sources

If the school is using a local assessment tool, the results of the assessment should be reported for any grade levels for which there are data and a brief description of the assessment tool should be included.

Data provided by the LEA

California Physical Fitness Test

Specific Requirements

Pupil achievement on a statewide physical fitness assessment, by grade level.

Education Code Section 33126 (b)(1)(C)

Definitions

For the most recent year reported:

The percentage of students scoring in the healthy fitness zone on all six fitness standards reported by total and disaggregated by gender.

Data are to be reported for the school and include district and statewide results for comparison purposes.

Guidelines and Data Sources

Education Code Section 60800 refers to a requirement that schools with grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education.

Data provided by the CDE

Academic Performance Index – Schoolwide

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards.

Education Code Section 33126 (b)(18)

Education Code Section 52056 (a)

Public Law 107-110 Section 1111(h)(1)(C)(v)

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period:

- The percentage of students tested at the school
- The API Base score
- The schoolwide growth target
- The school's statewide API rank (range: 1-10)
- The school's similar schools rank (range: 1-10)
- The schoolwide API Growth score
- Actual growth

Guidelines and Data Sources

This item is a requirement of both state law and NCLB. For federal accountability purposes, California uses the API to meet the Adequate Yearly Progress (AYP) requirement for an additional indicator.

Data are reported from the API and may be obtained at <http://www.cde.ca.gov/ta/ac/ap/>.

Data provided by the CDE

Academic Performance Index – Racial and Ethnic Subgroups

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards.

Education Code Section 33126 (b)(18)

Education Code Section 52056 (a)

Public Law 107-110 Section 1111(h)(1)(C)(v)

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period, subgroup scores for specific racial and ethnic groups defined for the API (if numerically significant), including the subgroup growth target, the API Base score, the API Growth score, the growth target, and the actual growth.

Guidelines and Data Sources

This item is a requirement of both state law and NCLB. For federal accountability purposes, California uses the API to meet the Adequate Yearly Progress (AYP) requirement for an additional indicator.

Data are reported from the API and may be obtained at <http://www.cde.ca.gov/ta/ac/ap/>.

Data provided by the CDE

Academic Performance Index – Socioeconomically Disadvantaged Subgroup

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards.

Education Code Section 33126 (b)(18)

Education Code Section 52056 (a)

Public Law 107-110 Section 1111(h)(1)(C)(v)

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period, subgroup score for the socioeconomically disadvantaged subgroups defined for the API (if numerically significant), including the API Base score, the API Growth score, the growth target, and the actual growth.

Guidelines and Data Sources

This item is a requirement of both state law and NCLB. For federal accountability purposes, California uses the API to meet the Adequate Yearly Progress (AYP) requirement for an additional indicator.

Data are reported from the API and may be obtained at <http://www.cde.ca.gov/ta/ac/ap/>.

Data provided by the CDE

State Award and Intervention Programs

Specific Requirements

Whether the school qualified for the Immediate Intervention/Underperforming Schools Program (II/USP) pursuant to *Education Code* Section 52053 and whether the school applied for and received a grant pursuant to that program.

Whether the school qualifies for the Governor's Performance Award Program.

Education Code Section 33126 (b)(19)

Education Code Section 33126 (b)(20)

Definitions

Indication of whether the school qualified for the II/USP pursuant to *Education Code* Section 52053, whether the school applied for and received a grant pursuant to that program, and whether the school qualifies for the Governor's Performance Award Program.

Guidelines and Data Sources

Schools subject to state intervention under the II/USP are identified at <http://www.cde.ca.gov/ta/lp/iu/stmonschls.asp>. For the Governor's Performance Award Program, data are reported from the API and may be obtained at: <http://www.cde.ca.gov/ta/sr/gp/>.

Data provided by the CDE

Adequate Yearly Progress All Criteria – Schoolwide

Specific Requirements

Information on the performance of local educational agencies in the state regarding making adequate yearly progress (AYP).

Public Law 107-110 Section 1111(h)(1)(C)(vii)

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

Indication of whether the school and the LEA have met AYP requirements overall.

Guidelines and Data Sources

NCLB requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and districts must improve each year according to set requirements. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Data may be obtained at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by the CDE

Adequate Yearly Progress Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Specific Requirements

Information on the performance of local educational agencies in the state regarding making adequate yearly progress (AYP).

Public Law 107-110 Section 1111(h)(1)(C)(vii)

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

Indication of whether the school and the LEA have met AYP requirements for participation rates and proficiency levels for each of the following subgroups: race/ethnicity, socioeconomically disadvantaged status, English learner, and students with disabilities status (as defined for AYP).

Guidelines and Data Sources

NCLB requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and districts must improve each year according to set requirements. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Data may be obtained at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by the CDE

Federal Intervention Program

Specific Requirements

In the case of a school, whether the school has been identified for school improvement.

In the case of a local educational agency, the number and percentage of schools identified for school improvement and how long the schools have been so identified.

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(2)(B)(ii)(I)

Definitions

Indication of whether the school has been identified for Title I Program Improvement (PI) and if so, the first year of PI implementation, the year in PI (implementation level), and the year in which the school exited PI, if applicable.

Indication of whether the district has been identified for PI and if so, the first year of PI implementation; the year in PI (implementation level); the year in which the district exited PI, if applicable; and the number and percent of the district's schools currently in PI.

Guidelines and Data Sources

LEAs were first identified for PI in 2004-05 based on AYP determinations for 2003-04. Only schools and districts receiving Title I funding are eligible for PI identification and interventions.

The percent of a district's schools in PI is based on the number schools in PI divided by the total number of Title I schools in the district. Direct-funded charter schools are not included in the district figures.

Additional information and data regarding PI may be obtained at
<http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by the CDE

California High School Exit Examination

Specific Requirements

The percentage of pupils, including the disaggregation of subgroups, completing grade 12 who successfully pass the high school exit examination as compared to the percentage of pupils in the district and statewide completing grade twelve who successfully pass the examination.

Education Code Section 33126 (b)(21)

Definitions

Data from the California High School Exit Examination are not required to be reported until 2006 when the first complete set of results is available for a graduating class.

Guidelines and Data Sources

Information about the California High School Exit Examination may be obtained at <http://www.cde.ca.gov/ta/tg/hs/>.

Data provided by the CDE

Dropout Rate and Graduation Rate

Specific Requirements

Progress toward reducing dropout rates, including the one-year dropout rate listed in the CBEDS or any successor data system for the school site, over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period.

Education Code Section 33126 (b)(2)
PL 107-110 Section 1111(h)(1)(C) (vi)
PL 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period, data provided regarding progress toward reducing dropout rates include grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the CBEDS.

The formula for the one-year dropout rate is:

$$(\text{Grades 9-12 Dropouts} / \text{Grades 9-12 Enrollment}) \times 100.$$

Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be reported in accordance with the formula negotiated with the United States Department of Education pursuant to NCLB.

The NCLB graduation rate approved for California is a high school four-year completion rate. The rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. The rate incorporates four years of data and thus is an estimated cohort rate. Put simply, this rate asks, "Of those students who have left school, what proportion have done so as graduates?" If a hypothetical graduating class began as ninth graders in Year 1, this four-year "graduation" rate would look like:

$$(\text{High school graduates Year 4}) \div \{ \text{dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4)} + \text{high school graduates Year 4} \}$$

Guidelines and Data Sources

State certification/release dates for dropout data occur too late for inclusion of 2004-05 data with other data from that year. Therefore, 2003-04 data are used for SARCs prepared during 2005-06.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by the CDE

Average Class Size and Class Size Distribution

Specific Requirements

Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level and the average class size by grade level.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by CBEDS:

- Distribution of class sizes at the school site by grade level
- Average class size by grade level

Guidelines and Data Sources

For schools/grades organized into self-contained classrooms (e.g., kindergarten and grades one through six in elementary schools), data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more.

The CBEDS calculation of the average class size by grade level, and the class size distribution by grade level, excludes classrooms of 50 or more students.

Data provided by the CDE

Average Teaching Load and Teaching Load Distribution

Specific Requirements

Progress toward reducing teaching loads, including the distribution of class sizes at the school site and the average class size.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by CBEDS:

- Distribution of class sizes at the school site by subject taught
- Average class size by subject taught

Guidelines and Data Sources

For schools/grades organized into self-contained classrooms (e.g., grades kindergarten through six in elementary schools), data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more.

For secondary schools with departmentalized programs, data are reported as the number of classrooms with a distribution of teaching loads and the average teaching load for each of the following four subject areas: English, mathematics, science, and social science.

CBEDS calculation of the average class size by subject taught, and the class size distribution by subject taught, excludes classrooms of 50 or more students.

Data provided by the CDE

Class Size Reduction Participation

Specific Requirements

The percentage of pupils in kindergarten and grades one through three, participating in the Class Size Reduction Program for the most recent three-year period.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, the percent of students in Kindergarten and grades one through three participating in the Class Size Reduction Program.

Guidelines and Data Sources

Data provided by the LEA

Core Academic Courses Taught by NCLB Compliant Teachers

Specific Requirements

The percentage of classes in the state not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which means schools in the top quartile of poverty and the bottom quartile of poverty in the state.

Public Law 107-110 Section 1111(h)(1)(C)(viii)

Definitions

NCLB requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that to be designated as highly qualified, a teacher must meet the following three criteria:

- Possession of a bachelor's degree
- Possession of an appropriate California teaching credential
- Demonstrated core academic subject area competence by means of exam, coursework, advanced certification, or completion of the California High Objective Uniform State Standard of Evaluation (HOUSSE) in the subject area being taught

NCLB defines core academic subject areas as English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Elementary school teachers must demonstrate competence in reading, writing, mathematics, and other core academic subject areas of the elementary school curriculum.

For the school and the LEA, the percent of classes in core academic subjects (as defined by NCLB) taught by highly qualified teachers.

For the school and the LEA, the percent of classes in core academic subjects areas (as defined by NCLB) taught by highly qualified teachers, disaggregated by high-poverty compared to low-poverty schools.

Guidelines and Data Sources

Additional information about NCLB definitions, requirements, and procedures pertaining to highly qualified teachers are contained in the "March 1, 2004 NCLB Teacher Requirement Resource Guide" available at <http://www.cde.ca.gov/nclb/sr/tq/>.

Data are reported on the Consolidated Application. Information about the Consolidated Application is available at <http://www.cde.ca.gov/fq/aa/co/>.

Data provided by the CDE

Teacher Credentials

Specific Requirements

The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence, for the most recent three-year period.

The professional qualifications of teachers in the local educational agency and the school and the percentage of such teachers teaching with emergency or provisional credentials.

Education Code Section 33126 (b)(5)

Public Law 107-110 Section 1111(h)(1)(C)(viii)

Public Law 107-110 Section 1111(h)(2)(B)

Definitions

For the most recent three-year period:

- Total number of teachers
- Full credential
- Teaching outside subject area (fully credentialed teaching outside subject area)
- Teachers in alternative routes to certification (district and university internships)
- Pre-internship
- Emergency permits (not qualified for a credential or internship but meeting minimum requirements)
- Teachers with waivers (does not have credential and does not qualify for an Emergency Permit)

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form, except for data regarding the assignment of teachers outside their subject areas of competence that must be determined from local data sources.

A report can be generated at <http://data1.cde.ca.gov/dataquest/>.

Teaching outside subject area of competence is, in most instances, a subset of total teacher misassignments (see data definition for Teacher Misassignments).

Teaching outside subject area data provided by the LEA

All other data provided by the CDE

Teacher Misassignments

Specific Requirements

The total number of teacher misassignments, including misassignments of teachers of English learners, for the most recent three-year period.

Education Code Section 33126 (b)(5)

Definitions

For the two most recent years and for the current school year, if available, the total number of teacher misassignments, including misassignments of teachers of English learners (the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold).

The number of misassignments of teachers of English learners is to be reported as both a subtotal and as part of total teacher misassignments.

In addition to misassignments of teachers of English learners, total misassignments to be reported include the assignment of employees to services positions for which the employee does not hold the required certificate, credential, or other statutory authorization. These services areas, for which the California Commission on Teacher Credentialing issues credentials, include Administrative Services, Pupil Personnel Services, Clinical/Rehabilitative Services, Library Media Services, and School Nurse or Other Health Services.

Guidelines and Data Sources

Misassignment data should be available in the LEA's personnel office.

Data provided by the LEA

Teacher Education Level

Specific Requirements

The professional qualifications of teachers in the local educational agency and the school.

Public Law 107-110 Section 1111(h)(1)(C)(viii)

Public Law 107-110 Section 1111(h)(2)(B)

Definitions

The percentage of teachers by education level (i.e., doctorate, master's degree plus 30 or more semester hours, master's degree, bachelor's degree plus 30 or more semester hours, bachelor's degree, less than bachelor's degree.)

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form. A report can be generated at <http://data1.cde.ca.gov/dataquest/>.

Data provided by the CDE

Vacant Teacher Positions

Specific Requirements

The total number of the school's vacant teacher positions for the most recent three-year period.

Education Code Section 33126 (b)(5)

Definitions

For the two most recent years and for the current school year, if available, the total number of the school's vacant teacher positions (the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).

"Beginning of the year or semester" means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.

Guidelines and Data Sources

Vacant teacher position data should be available in the LEA's personnel office.

Data provided by the LEA

Teacher Evaluations

Specific Requirements

Adequacy of teacher evaluations and the opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.

Education Code Section 33126 (b)(10)

Definitions

Description of the procedures and criteria for teacher evaluations.

Guidelines and Data Sources

Are teacher evaluation procedures and criteria defined (1) in the bargaining unit contract, (2) through district-wide procedures, (3) at the school site, or (4) other?

How often are teachers evaluated?

- Differences among tenured, probationary, and emergency-permit teachers
- Special/unscheduled evaluations

What are the evaluation criteria?

- Differences among tenured, probationary, and emergency-permit teachers
- Specified versus open

Who gets the results of teacher evaluations?

- Confidentiality
- Satisfactory versus in need of improvement versus unsatisfactory

Data provided by the LEA

Substitute Teachers

Specific Requirements

Availability of qualified substitute teachers.

Education Code Section 33126 (b)(8)

Definitions

Statement regarding whether the school has had any difficulties in securing qualified substitute teachers and if so, a statement regarding whether the lack of available qualified substitute teachers has had an impact upon the instructional program.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

Data provided by the LEA

Counselors and Other Support Staff

Specific Requirements

The availability of qualified personnel to provide counseling and other pupil support services.

Education Code Section 33126 (b)(7)

Definitions

Full-time equivalent (FTE) and type of counselors and other support personnel.

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form.

A report can be generated at <http://data1.cde.ca.gov/dataquest/>. (Assignment data from this site may differ from the data contained in the SARC.)

Data provided by the CDE

Academic Counselors

Specific Requirements

The ratio of academic counselors per pupil.

Education Code Section 33126 (b)(7)

Definitions

Full-time equivalent (FTE) number of academic counselors and the ratio of students per academic counselor.

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form.

A report can be generated at <http://data1.cde.ca.gov/dataquest/>. (Assignment data from this site may differ from the data contained in the SARC.)

Data provided by the CDE

School Instruction and Leadership

Specific Requirements

Quality of school instruction and leadership.

Education Code Section 33126 (b)(13)

Definitions

School Leadership: Description of the experience and tenure of the principal. If the school has a designated leadership team, description of its membership, roles, and purpose.

Instruction: Description of the instructional program for all students, the support and services available for students with special needs, and the process for monitoring student progress toward standards.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

What are the experience and tenure of the principal?

How does the administrator involve parents and staff in decision-making?

Does the school have a "recognized" leadership team? If yes:

- Members
- Purpose/roles and responsibilities

What is the instructional program for all students?

- Instructional focus (schoolwide)
- Standards-based instruction
- Access to core curriculum

What support and services are available for students with special needs?

- GATE students
- At-risk students
- English-language learners
- Students with disabilities
- After-school programs
- Tutoring
- Peer tutoring

How do we know how students are doing?

- Processes for monitoring student performance and progress
- Reporting student progress to staff, students, parents, the school community

Data provided by the LEA

Professional Development

Specific Requirements

Teacher and staff training, and curriculum improvement programs.

Education Code Section 33126 (b)(12)

Definitions

Description of how teachers and staff are trained for instructional improvement.

The number of days for professional development and continuous professional growth.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

How do teachers and staff participate in staff development to help them improve instruction?

- All classroom teachers
- New teachers (e.g., BTSA)
- Non-classroom teachers
- National Board Certified Teachers
- Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review)
- Paraprofessionals (e.g., instructional aides, teacher assistants)
- Non-instructional support staff (e.g., clerical, custodial)

List the primary/major areas of focus of staff development and specify how they were selected. (For example, were student achievement data used to determine the need for professional development in reading instruction?)

What are the methods by which professional development is delivered (for example, after-school workshops, conference attendance, individual mentoring)?

How are teachers supported during implementation (for example, through in-class coaching, teacher-principal meetings, and student performance data reporting)?

Data provided by the LEA

Quality and Currency of Textbooks and Instructional Materials

Specific Requirements

The quality and currency of standards-aligned textbooks and other instructional materials, which have been adopted by the State Board of Education for kindergarten and grades 1 through eight and adopted by the governing boards of school districts for grades nine through twelve and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Education Code Section 33126 (b)(6)(A)

Definitions

List of all textbooks and instructional materials used in the school in the core subjects (English-language arts, mathematics, science, and history-social science), including:

- The year in which they were adopted.
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (kindergarten and grades one through eight) or the local governing board (grades nine through twelve), and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
- For kindergarten and grades one through eight the list of textbooks and instructional materials should also include any supplemental curriculum adopted by the local governing board.

If schools with kindergarten and grades one through eight are using textbooks and instructional materials that are not from the most recent state-approved list, provide an explanation of why non-adopted materials are being used and how they are aligned with state standards.

Description of how each student has access to current, standards-based textbooks and other instructional materials.

Guidelines and Data Sources

List and narrative are developed by the LEA/school.

Do all students have access to textbooks and other instructional materials in each core subject area that are current and in good condition? If not:

- What are the reasons?
- What is being done or planned to provide such access?

Data provided by the LEA

Availability of Sufficient Textbooks and Instructional Materials

Specific Requirements

For each pupil, including English learners, the availability of sufficient standards-aligned textbooks and other instructional materials, which have been adopted by the State Board of Education for kindergarten and grades one through eight and adopted by the governing boards of school districts for grades nine through twelve and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades nine through twelve as appropriate.

Education Code Section 33126 (b)(6)(B)

Education Code Section 60119 (c)

Definitions

A description of the availability to each pupil, including English learners, of a standards-aligned (kindergarten and grades one through twelve) and state-adopted (kindergarten and grades one through eight) or locally-adopted (grades nine through twelve) textbook or instructional materials, or both, to use in class and to take home. Two sets of textbooks or instructional materials for each pupil are not required. Photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage are not statutorily deemed to be sufficient.

For kindergarten and grades one through eight the description should also include any supplemental curriculum adopted by the local governing board.

This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Data provided by the LEA

Instructional Minutes

Specific Requirements

The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year that are required by state law, separately stated for each grade level.

Education Code Section 33126 (b)(15)

Definitions

List of the total number of overall instructional minutes by grade level in comparison to 36,000 minutes for kindergarten; 50,400 minutes for grades one through three; 54,000 minutes for grades four through eight; and 64,800 minutes for grades nine through twelve.

Guidelines and Data Sources

Instructional minutes requirements are governed by *Education Code Section 46201*.

The total number of instructional minutes includes actual passing time between classes, not to exceed 10 minutes for any one passing.

Data provided by the the LEA

Continuation School Instructional Days

Specific Requirements

The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year that are required by state law, separately stated for each grade level.

Education Code Section 33126 (b)(15)

Definitions

For a continuation school, list of the total number of instructional days offered per school year, by grade level for grades nine through twelve, with each instructional day containing at least 180 instructional minutes.

Guidelines and Data Sources

On-campus passing times between classes (up to ten minutes) are considered part of the total of instructional minutes.

The statute governing instructional minutes at a continuation school is *Education Code* Section 46170.

Data provided by the LEA

Minimum Days in School Year

Specific Requirements

The total number of minimum days in the school year, as specified in *Education Code* Sections 46112, 46113, 46117, and 46141.

Education Code Section 33126 (b)(16)

Definitions

Statement regarding the total number of days in the most recent school year that students attended school on a shortened day schedule (less than a regular school day).

Description of the reasons for the shortened day schedule.

Guidelines and Data Sources

Information and narrative are developed by the LEA/school.

Data provided by the LEA

Advanced Placement and International Baccalaureate Courses

Specific Requirements

The number of Advanced Placement (AP) courses offered, by subject.

Education Code Section 33126 (b)(17)

Definitions

The number of AP and/or International Baccalaureate (IB) courses and classes offered, and the enrollment in AP and IB courses, by subject.

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated at <http://data1.cde.ca.gov/dataquest/>.

Data provided by the CDE

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Specific Requirements

For secondary schools, the percentage of students who have enrolled in courses required for entrance to the University of California (UC) and the California State University (CSU).

Education Code Section 33126 (b)(23)

Definitions

The percentage of student enrollment in courses required for UC and/or CSU admission is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses for the most recent year.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated at <http://data1.cde.ca.gov/dataquest/>.

Data provided by the CDE

**Graduates Who Have Completed Courses Required for
University of California (UC) and/or
California State University (CSU) Admission**

Specific Requirements

For secondary schools, the percentage of graduates who have passed courses required for entrance to the University of California (UC) and the California State University (CSU).

Education Code Section 33126 (b)(23)

Definitions

The percentage of graduates is equal to the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's CBEDS total graduates for the most recent year.

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated at <http://data1.cde.ca.gov/dataquest/>.

Data provided by the CDE

SAT Reasoning Test

Specific Requirements

Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.

Education Code Section 33126 (b)(1)(D)

Definitions

For the most recent three-year period:

Grade twelve enrollment from CBEDS, percent of students taking the SAT Reasoning Test, and the average verbal and average math score compared to the district and state average. Note: Students may take the test more than once, but only the most recent score is reported at the year of graduation.

Beginning in 2005, the data reported should also include the average writing score.

Guidelines and Data Sources

Some schools may wish to include American College Test (ACT) results in addition to those from the SAT Reasoning Test.

SAT Reasoning Test results may be found at <http://www.cde.ca.gov/ds/sp/ai/>.

ACT results may be found at <http://www.cde.ca.gov/ds/sp/ai/>.

Data provided by the CDE

College Admission Test Preparation Course Program

Specific Requirements

Whether the school has a college admission test preparation course program.

Education Code Section 33126 (b)(24)

Definitions

Indicate whether the school has a college admission test preparation course program, and if so, describe the program.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

Data provided by the LEA

Workforce Preparation Programs

Specific Requirements

The degree to which pupils are prepared to enter the workforce.

Education Code Section 33126 (b)(14)

Definitions

Description of:

- Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes

Guidelines and Data Sources

Description of the size and scope of the career technical education programs (CTE) and courses offered:

- Directly at the school
- Through Regional Occupational Centers and Programs (ROCPs)
- In Partnership Academies and career academies
- In Specialized Secondary Programs, etc.

Description of how these programs and classes support academic achievement as evidenced by:

- Courses that have been revised to incorporate state-adopted academic standards
- Courses that satisfy the district's graduation requirements
- Courses that satisfy the A-G entrance requirements for the UC and CSU systems

Description of steps the school takes to assure equitable access and successful outcomes for all students in career technical programs and courses by:

- Counseling and guidance
- Professional development
- Additional support services such as child care, transportation, etc.
- Collaborating with youth development and economic development systems in the region

Description of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:

- Mastery of "employment readiness standards," both basic and industry-specific
- Results of career technical skills assessments
- Business, labor, and other community stakeholder support
- Participation in career technical student organizations
- Placement of program completers in employment, postsecondary education, or the military

Additional guidance for reporting on this data element may be obtained at <http://www.cde.ca.gov/ci/ct/pk/>.

Data provided by the LEA

Career Technical Education Programs

Specific Requirements

The degree to which pupils are prepared to enter the workforce.

Education Code Section 33126 (b)(14)

Definitions

Provide enrollment, concentration, and completion data on all career technical education (CTE) programs and classes, including academic and skills achievement, as reported in Carl D. Perkins Vocational and Technical Education Act program data.

Guidelines and Data Sources

Statistical data may be found in the annual *Report of Career-Technical Education Enrollment and Program Completion*.

Other data available on outcomes of the school's CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.

Additional guidance for reporting on this data element may be obtained at <http://www.cde.ca.gov/ci/ct/pk/>.

Data provided by the LEA

Teacher and Administrative Salaries

Specific Requirements

Each school district, except for school districts maintaining a single school to serve kindergarten or any of grades one through twelve, shall include all of the following:

- The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale
- The average salary for school site principals in the district, by school type
- The statewide average salary for the appropriate size and type of district for the beginning, midrange, and highest salary paid to teachers
- The statewide average salary for the appropriate size and type of district for school site principals
- The salary of the district superintendent
- The statewide average salary for the appropriate size and type of district for district superintendents
- The percentage allocated under the district's corresponding fiscal year expenditures for the salaries of teachers
- The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year
- The percentage allocated under the district's corresponding fiscal year expenditures for the salaries of administrative personnel
- The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year

Education Code Section 41409.3 (a)

Education Code Section 41409.3 (b)

Education Code Section 41409.3 (c)

Education Code Section 41409.3 (d)(1)

Education Code Section 41409.3 (d)(2)

Education Code Section 41409.3 (d)(3)

Education Code Section 41409.3 (e)

Education Code Section 41409.3 (f)

Education Code Section 41409.3 (g)

Education Code Section 41409.3 (h)

Definitions

The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to teachers.

The average annualized salary for school site principals reported on CDE Form J-90.

The district superintendent's annualized salary reported on CDE Form J-90.

Statewide salary averages for teachers, principals, and superintendents are derived from information collected on CDE Form J-90. The averages reflect only those salaries in school districts that submitted Form J-90. A weighting methodology was used to determine average paid salaries.

The percentage of a district budget for teacher salaries is California Accounting Manual Object of Expenditure Account 1100 divided by total general fund accounts 1000 through 7999.

The statewide average for a district's percent of budget for teacher salaries is defined in object of expenditure classification 1100 of the California School Accounting Manual.

The percentage of the district budget for administrative salaries is the sum of California Accounting Manual Object of Expenditure Accounts 1200, 1300, 1700, 1800, and 2200 divided by total general fund accounts 1000 through 7999.

The statewide average for a district's percent of budget for administrative salaries is defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the California School Accounting Manual.

Definitions and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2004-05 data in most cases. Therefore, 2003-04 data are used for School Accountability Report Cards prepared during 2005-06.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

With respect to teacher salary data in particular:

- Beginning teachers are those teachers in their first year of teaching.
- For mid-range teacher salaries, districts should select a teacher with ten years of experience and a bachelor's degree plus 60 semester units.
- For the highest teachers' salary, districts should select the highest paid teacher in the district.
- Districts that did not employ a teacher in one of these categories during the fiscal year should review their salary schedule and determine what salary the district would have paid a teacher in the appropriate category.

Additional information regarding the calculation of average salary data may be obtained at <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp> and <http://www.cde.ca.gov/ds/fd/cs>.

Data provided by the CDE

District Expenditures

Specific Requirements

Estimated expenditures per pupil.

Education Code Section 33126 (b)(3)

Definitions

Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, state average expenditures per pupil for districts in the same category, and state average expenditures per pupil for all districts.

Guidelines and Data Sources

Schools may wish to provide additional site-specific information if the school's site expenditures differ significantly from the district average (e.g., due to the receipt of particular grants or participation or the lack of participation in certain categorical programs).

Data provided by the CDE

Types of Services Funded

Specific Requirements

Types of services funded.

Education Code Section 33126 (b)(3)

Definitions

Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.

Guidelines and Data Sources

Narrative should be developed by the LEA/school that provides specific information about the types of programs and services available at the school that support and assist students.

Data provided by the LEA